

# EXHIBIT 6



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1 reporting to them and keeping them updated on  
2 changes and trends that are happening within Rutland  
3 Academy.

4 Q Okay. So am I correct in understanding  
5 from what you just said that one of your  
6 responsibilities is supervising and supporting  
7 students?

8 A Absolute -- yes.

9 Q Do you supervise or support students  
10 outside of the Rutland Academy environment?

11 A I don't supervise students outside of  
12 Rutland Academy, but I do support students outside  
13 of Rutland Academy.

14 Q In what way do you support students  
15 outside of Rutland Academy?

16 A GNETS directors provide consultative  
17 services to the 13 -- to the school systems in which  
18 they serve; so those include going out to observe  
19 students in other -- in other schools and providing  
20 recommendations, therapeutic recommendations in  
21 order to make the classroom structure better or in  
22 ways to support the teachers as they support the  
23 students. Behavior intervention planning,  
24 functional behavior assessment planning, and just  
25 different ways of just making sure that those

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1 students have better therapeutic services within the  
2 school settings.

3 Q Okay. When you say behavioral  
4 intervention planning and functional behavioral  
5 assessment, do you complete those for students in  
6 environments outside of Rutland Academy?

7 A No, I don't complete them, but I assist.

8 Q You assist others in completing them?

9 A That's correct.

10 Q Are the other people who you assist in  
11 completing behavioral intervention plans and  
12 functional behavioral assessments personnel  
13 operating within other school systems?

14 A Yes.

15 Q And would those be the 13 LEAs that you  
16 referenced earlier?

17 A Yes.

18 Q In terms of how you support students  
19 within Rutland Academy, what does that involve?

20 A Many things. Some of those things include  
21 therapeutic walks, talking to them about their  
22 progress, helping them understand their goals and  
23 objectives and how they're doing with mastering  
24 their goals.

25 Sometimes helping with crisis de-escalation,

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1 helping them understand that that one particular  
2 moment doesn't have to define their entire day.

3 Helping them through suicidal ideation as well  
4 as homicidal ideation when they're feeling like they  
5 have a plan that they want to carry through, as well  
6 as contacting, at times, crisis units that may have  
7 to support them beyond the school setting.

8 But also talking to them, providing PBIS  
9 supports, going in and doing pop-up surprises just  
10 to let them know that we see them doing great  
11 things, just as a random moment to see that they're  
12 mastering the skills and objectives, as well as just  
13 to really -- just talking to them, greeting them on  
14 an every-morning basis, talking to them about what  
15 kind of things they're having difficulty with and  
16 what kind of things they need more support with, but  
17 also at times providing support with them after they  
18 have met with their therapist. Sometimes their  
19 therapist does a great session, and sometimes  
20 they're more challenging for them afterwards.

21 Q Mm-hmm. In terms of how your time as  
22 director is divided, what percentage of your time  
23 would you say is spent managing and supervising  
24 Rutland Academy versus providing the support that  
25 you discussed earlier to students that are still in

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1 general education settings in one of the 13 LEAs  
2 that you referenced?

3 A That varies. It's not always exactly the  
4 same. It's kind of month to month, based on what  
5 LEAs are needing additional support. Mostly it's 85  
6 percent here in the building with the students, 15  
7 percent in the districts. But there -- there are  
8 months where there may be additional supports needed  
9 in districts. There may be a little more time, you  
10 know, going out to them as well.

11 Q And on months where it's more time going  
12 out to local school districts, what would you say  
13 that split looks like?

14 A About 75 percent in the building and then  
15 25 percent out in the district, supporting them.

16 Q Okay. As director of Rutland Academy, do  
17 you participate in any regularly scheduled meetings  
18 apart from IEPs, IEP meetings?

19 A Yes.

20 Q What are those regularly scheduled  
21 meetings that you participate in as director?

22 A Will you clarify on, like, the type of --  
23 like, what you're asking me exactly?

24 Q Sure. I'm trying to understand if there  
25 are individuals that you meet with regularly in the